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WORKING CONFERENCE ON RESEARCH AND ACTIVITY IN THE LANGUAGE ARTS FOR THE PRE-PRIMARY/PRIMARY CULTURALLY DIVERSE NON-ENGLISH SPEAKING CHILD (ALBUQUERQUE, JUNE 4-6, 1967).

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A WORKING CONFERENCE, SPONSORED BY THE SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC., WAS HELD IN ALBUQUERQUE, NEW MEXICO ON JUNE 4-6, 1967 TO BRING TOGETHER PERSONS INTERESTED IN RELATED RESEARCH ACTIVITIES IN THE AREA OF LANGUAGE ARTS FOR PRE-PRIMARY AND PRIMARY, CULTURALLY DIVERSE, NON-ENGLISH SPEAKING CHILDREN. PARTICIPANTS INVITED WERE FROM RESEARCH AND DEVELOPMENT LABORATORIES, STATE DEPARTMENTS OF EDUCATION, PUBLIC SCHOOLS, COLLEGES AND UNIVERSITIES, THE U.S. OFFICE OF EDUCATION, AND THE BUREAU OF INDIAN AFFAIRS. THIS REPORT PRESENTS SELECTED PROCEEDINGS OF THE CONFERENCE, INCLUDING ELEVEN MAJOR SPEECHES, REMARKS AND DISCUSSION GROUP COMMENTS, AND A ROSTER OF CONFERENCE PARTICIPANTS. (SF)

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SELECTED PROCEEDINGS

of

A WORKING CONFERENCE

Research and Activity in the Language Arts for the Pre-Primary/Primary Culturally Diverse Non-English Speaking Child

June 4-5-6, 1967

Sheraton Western Skies Hotel

Albuquerque, N.M.

Sponsored By

The Southwestern Cooperative Educational Laboratory, Inc.

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RESEARCH AND ACTIVITY IN THE LANGUAGE ARTS

FOR THE

PRE-PRIMARY/PRIMARY CULTURALLY DIVERSE

NON-ENGLISH SPEAKING CHILD

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117 Richmond Drive N. E.

Albuquerque, New Mexico

David Smoker, Editor

PREFACE

Since the first identified interest of the SWCEL program in the area of language arts one question has persisted: What related research activities in this area are in progress throughout the country and how can information be shared among them? A conference which would bring the interested parties together in working, information-exchanging sessions seemed to be suggested. The staff proceeded with such a plan. This document reports the proceedings of a conference designed to attempt an answer to the question.

The SWCEL staff recognized the inherent limitations of attempting to compile a highly selective, brief list of invitees to participate. It was certain that some of the best would be overlooked and others not available on the particular dates chosen. Nevertheless, the group assembled was representative of the top persons in the entire country with reference to the language arts specialty indicated by the report title. The reader will find that this concise report reflects an intense interest in this important area, and although it is by no means comprehensive in coverage, it can provide significant clues.

On behalf of the sponsoring laboratory staff I express appreciation to all who contributed so freely toward the success of the conference. The contributors were many, but especially I mention the participants and their affiliate organizations and the USOE Division of Laboratories staff. It is our further hope that the Conference may provide some initial impetus toward a broad pattern of inter-laboratory cooperation on problems of mutual concern.

Paul V. Petty
Director

Albuquerque
June 30, 1967

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INTRODUCTION: WHAT DO WE KNOW?

Dr. William Iverson
Professor of Education
School of Education
Stanford University

I think about the research concerning teaching English to pre-primary and primary children who are both culturally diverse and who come from non-English speaking homes, and I am forced to say that the shining truths seem to me only partially revealed. What do we know about the various facades of the instructional task--the linguistic, the physiological, the psychological, the cultural?

We have certainly been helped considerably in the description of English by the linguists. We know in some detail the phonemic and markemic patterns of English. We know in somewhat less detail the super-segmental elements of stress, pitch and juncture. We know something of word classes and the syntactical arrangements. It's true we are also blessed with competing conceptual schemes--transformational, technimic et al--and competing nomenclatures; but it would be foolish to deny that linguistic description, though still lacking in comprehensive consensus, has been a great gift to those interested in teaching English.

We are clearly also indebted to one special brand of linguist, the dialectologist, for our children who come from non-English speaking homes must learn to cope with the dominant culture pretty early. When a specialist like Raven MacDavid talks about identifying those elements of dialectical difference which are abrasive and those which are not, we would be foolish not to listen. And we do gain from people like him such insights as these: the surest social markers in English are grammatical forms, and any teaching program should aim first of all at developing a habitual productive command of the grammar of standard English, with due allowance for the possibility that the use of this grammar may be confined to formal situations in which the speaker comes in contact with the dominant culture.

Relatively few pronunciation features are clear social markers. In any event, programs to alter pronunciation patterns should concentrate on those pronunciations that are most widely recognized as sub-standard and, again to use Professor MacDavid's term, abrasive.

We're also indebted to the physiologists, particularly those who have interested themselves in the complex interplay between communicative noises and the physiological environment. I still remember reading the work of Mishkin at the University of Michigan. He talks about a child walking along a road, and a horn sounds, and the light of an automobile strikes the child in the eye. And then he goes on for three solid pages of description of the physiological

interplay all accompanying such a comparatively simple communicative noise as "whewww." We are dealing with something which is physiologically deeply embedded in behavior--and behavior which is not changed easily. I suppose that's why all of us are so interested in this early level.

The psychologists, too, have become increasingly interested in verbal behavior and undoubtedly their work will become more and more relevant to everyday language teaching problems. I've been impressed with what a young psychologist like Richard Atkinson on my own campus has been able to contribute to Computer Assisted Instruction in beginning reading as concerns a culturally diverse group--all Negro youngsters. There is a sense of rigor in finding the behaviors sought, a hard-headed empiricism which puts pedagogical strategies and tactics to the test, and this I find very admirable because I have to say that in a good deal of the work which I do, the pedagogical practice is based largely on--a "good feeling" about it.

With the assistance of the computer, the data about teaching and learning in language should be available in the kind of detail we have always liked. We should know better what the minimum learning gradients are, and what amount and quality of repetition and reinforcement and pacing facilities are needed--and all the rest. Not for that gross conglomerate, "pre-primary and primary children from non-English speaking homes and culturally diverse environments" category--but for particular children, whatever their particular backgrounds, with identifiable learning tasks and with describable learning styles. At long last something approaching instruction tailored to the individual may indeed become a reality, and not just a pious aspiration. I've been terribly impressed with the kind of data which the computer-assisted program can provide on individual youngsters, and to see the great differences there are in learning styles, just matters of pacing for individuals who on the normal screening devices are identified as being homogeneous.

And what about the cultural presses on language learning? Psycholinguists, sociolinguists are multiplying, but surely the problem is larger than they can manage. I think of my own experience just recently in Philadelphia. I was invited to take a look at the program in the language arts. I visited at length in the classrooms of that great city. I talked with teachers and conferred with administrators. I came away quite discouraged, not because Philadelphia was failing so badly, but because language instruction, wherever it is offered, is so beleaguered now. For the cultural presses on language learning are indeed diverse. I felt in Philadelphia that language learning is caught up in a maelstrom. There are more currents than the schools can possibly manage. I was forced to think that some kind of total sociological effort would be required. I was forced to believe that somehow we must have coordination with government, with housing agencies, recreation agencies, all the agencies who have interests in these matters. We must have help from industry, agriculture. We must have help from those who are just interested citizens at all levels of society. As a long-term school man, I shudder to think of the trauma involved in seeking such a large coordinated effort, but I shudder even more when I think of what may happen if we don't get that kind of coordination.

I am going to close with two quotations. The first is, again, from Raven MacDavid. He is talking with particular emphasis on problems of Negro education, yet I think his remarks have a significance beyond these foci.:

> The first stage in devising a language program for a particular group is to place the language practices of that group in a particular social setting. The socio-cultural environment is one which at worst actually inhibits rather than encourages the normal processes of language development; and which at best produces a poverty of vocabulary, of syntax, and of style. This last situation is but a special case of the conclusion of Charles Fries in his American English Grammar, that the principal difference between so-called standard English, and so-called vulgar English, is the relative impoverishment of the latter. To enrich the language variety of such groups, it is first of all necessary to enrich their cultural experience, notably through such instruments as special nursery school programs which give particular attention to language.
>
> The grammar of the under-privileged often shows striking differences from that of the standard language, to the point where some observers insist that we are dealing with separate grammatical systems. Whether or not this is true, and we lack any adequate serious description on which to base a conclusion, these differences are so numerous and so widespread that it is futile to use the conventional classroom approach of treating them as individual errors for the student to correct. In coping with these diverse problems, we are repeatedly brought back to the fact that not only is there a difference between the home dialect of the culturally diverse and the dialect of the dominant middle class white, but the former is reinforced by the patterns of segregated housing. Any attempt to eradicate home dialect, any attempt to stigmatize it, may produce serious traumata. Instead, the standard language should be taught as a system, as a mode of communication especially appropriate for the school and the better employment situations to which it is hoped education may lead. It should never be taught as a series of discrete items. It should be taught by adaptations of the techniques that have been found useful for the teaching of foreign language, but with awareness that the students have at least some passive familiarity with the language. What the child does about other situations and ultimately about any use of the neighborhood dialect at all, should be left to him and to his family. For it is conceivable that he might find it useful to have two or more modes of speech, each for a particular range of environments. Such a situation we might call one of functional bi-dialectialism as it is so commonly observed in such nations as Switzerland and Luxembourg, with a speaker switching codes as the situation demands. Such functional dialectialism has in fact been achieved informally and intuitively in some degree by many Negroes and whites in various American communities.

In the end, as ghettos disappear, the need for such special programs will also vanish, but that time is still distant. Since each local situation has its own problem, the development of a rational teaching program requires the cooperation of the dialectologist, whose primary role is that of specifying the social differences--in language, etc., that exist in the particular community, and of helping to ascertain the relative importance of such differences as social markers. The investigations he will conduct in this role will be on a larger scale and will use informants of many more types than have customarily been interviewed for the classical dialect atlases.

But such a program is only part of the picture. Since the cultural understanding leading to an integrated society involves both the underprivileged and the dominant culture, it is unrealistic to expect that the former should bear all the burden of accommodation by simply learning the language of the latter. It is at least as important to educate the members of the dominant culture, particularly as represented by parents, educators, administrators, and members of school boards, as to the nature and origin of dialect differences. Here, again, the dialectologist must be called upon since his habitual work is to record dialects and to sort out the facts and the significance of their distribution. It should be his responsibility to see that any popular statements about dialects are based on fact. It is particularly important that the public come to understand that differences in dialect do not arise from differences in intellectural or in moral stature, but simply from differences in cultural experience.

And the last quotation is from my colleague at Stanford, Robert Politzer, who is especially interested in foreign language teaching; but his remarks are again, I think, quite relevant to our interest:

> The change in the methods and aims of the language curriculum is at any rate shaped primarily by forces which are outside the field of language teaching education as such. To some extent this is, of course, neither surprising nor improper. We should expect that a curriculum reflects the changing values of our society, and that changes in the subject matter field influence the content as well as the teaching method.
>
> At the same time, however, the very direct impact which linguistics, social pressure, and some theories of learning have had on the language curriculum raises the question of the exact role of the language teacher and educator. The linguistic scientist, the subject matter specialist, can tell the educator what to teach, but to what extent are his teaching methods really the best? What is the evidence that language instruction contributes to cultural understanding, and if it does contribute, just

what kind of language instruction can make this contribution? If international communication is the goal, the final goal of language instruction, should we not remember that it is of course almost impossible to predict which language our pupils need to know? Thus, instead, or at least in addition to, teaching the skill of one particular language, is it possible to teach in such a way that the pupil learns a method or concepts which will facilitate the acquisition of another language in a situation of future need?

These are just some of the questions to which the language teacher and educator should address themselves. The answers will not be provided by society, linguists, or even psychologists concerned with the theory of learning, but they can be found through research by the teacher and educator who knows how to use linguistics and psychology as tools with which to do research and to build curriculum. Much of what some educators like to call the foundations of the educational process should perhaps properly be named and used as tools of the educator.

The real and solid foundation of the language curriculum, and perhaps any other, lies in the pupils, in the values which we want to create in them, and in the pragmatic research that tells us how to achieve these values.

PRESCHOOL LANGUAGE PROJECT

Dr. Carolyn Stern
Director, Preschool Research Projects
School of Education
University of California at Los Angeles

The preschool language project is a five-year program, and is funded by the U. S. Office of Education under the Vocational Education Act. This Act is sort of an innovation, a new concept in thinking. It reveals the fact that people now realize that vocational education doesn't begin where regular education ends, but really must go back much further. It is now sort of a truism to say that the dropout in the junior high or the early high school years is easily identified in the second or third grade. We have to start working for vocational training much earlier than the vocational high school. So if it seems peculiar for a preschool research project to be within the auspices of the Vocational Education Act, this is somewhat the rationale.

The objectives of our program are, first of all, to prepare a set of instructional materials for use in a day care program or, now, a Head Start program. We have had in L. A., for some time, a day care program which worked with what we called an intermediate group--not the hard core poverty group--but children from broken homes which were upwardly mobile, situations where the mother is working and is interested in a good foundation for the child. We discovered early that some of the methodology used with this disadvantaged group did not apply to the day care population.

Our secondary purpose is to train research people. Most of those who work with us are part-time employees, candidates for advanced degrees, who work with children and prepare materials.

For the language program, we look at the objectives in terms of the child's use of expressive language--the child's ability to produce standard English.

We are being constantly confronted with the task of how to evaluate the child who doesn't speak English, for all of the instruments that we have for evaluation are in terms of standards of not only middle class children, but children from English speaking backgrounds. We are trying to build a program to provide standard English and we are recognizing that, to get on in this culture, these children must become proficient in standard English. There are abrasive factors in a language which can prejudice a teacher. Even at a very, very early age with a child who doesn't speak the customary middle class speech, the teacher's attitudes, the whole aura of the classroom, becomes, for these deficient children, an experience of sight prejudice,

which the children, in a self-fulfilling prophecy type of way, tend to maintain. They don't perform. The teacher becomes more and more punitive and perhaps doesn't have expectations for the children. And where there are no expectations, the children fulfill this lack of expectations by not performing.

So we have taken as our basic premise that it is important for children to develop standard middle class speech. Not that we want to have these children feel that their language is inferior; it is just different, and we are trying in our program to give children a basic understanding of the kind of language which is more appropriate to the school situation. We are trying to develop a school language for these children.

The other important area is how the child responds to the receptive use of language. In the child's earliest classroom experiences the teacher speaks to the child and has certain expectations of performance. If children are not attuned to this language, to this instructional-teacher language, they do not perform; not because they are recalcitrant, or because they are unwilling or unable to perform, but because they don't know what is expected of them. So our second emphasis is on teaching children the language of instruction, teaching them to perform, even in the kindergarten.

For school learning, however, most important of all is the child's ability to use his own language as a mediator in problem solving and in various logical operations which are fundamental to all kinds of academic learning.

The format of our program is, I think, not an unfamiliar one. It is to take only perhaps fifteen minutes of the school day, in the day care center, or some other kind of pre-kindergarten environment, and present programmed instructional materials. Our work is to prepare materials in such a form that a teacher aide, who is not necessarily a trained teacher, can then present this to the child and in essence be somewhat of a monitor who sees that the child is listening, and that the information is getting across in the fashion which it is intended.

The format also is to present this language experience within traditional subject matter areas, and as you are all aware, in the early years, in pre-kindergarten, most subject matter is in terms of verbal concepts. The labels score the concepts. We have a math program, for instance, but here we are teaching the language of math. We are teaching the language of quantity, quantitative modifiers. In logic, we are teaching the either-or concepts, the disjunctive argument, conjunction, disjunction, negation. It all comes down to knowing what you mean when you say "not," or "either," or "neither," and simple kinds of logical operations which are expressed in language terms.

During the first year, we did a number of assessment studies with two objectives in mind--first, to determine what the needs of the population were, what they could do, and whether certain things that we've been reading

in the literature about disadvantaged children applied in our situation.

The first thing we hit our heads against was that we didn't have any instruments to measure what the children could do appropriately. So we got involved in the development of evaluation instruments. We did studies with the Wepman for auditory discrimination, with the Frostig for perceptual discrimination. We tried to do some measurement of ability in languages, in the Peabody and the Goodenough-Harris Draw-A-Man, but we were not satisfied with the results. We did not feel that the tests showed that we were measuring in the Wepman the child's ability to discriminate the comparisons, and in the Frostig we found we were measuring the child's ability to draw rather than his ability to discriminate forms. So we spent a good deal of time in this past year getting data with some new instruments which we have developed which we feel are much more apt to measure the child's ability to discriminate rather than his ability to perform a task.

We also carried out a number of studies in the field, in some other areas where it was felt that these children were different in terms of reinforcement; that is, everybody hears that the disadvantaged populations respond to material things, to reinforcers which are tangible rewards, and we did not find this to be true. As a matter of fact, we found--these were comparative studies with middle class and disadvantaged children--that middle class children got bored, and they were apt to want to cut out of the task much more quickly than disadvantaged children regardless of what kind of reinforcer or punisher was used.

In some cases we did try to use a negative reinforcer. We didn't shock them or stick pins into them, but we did say, "Oh no, that is not right," when the person had picked the wrong picture. The point is that these young children, no matter what you did, were so interested in a task of picture selection that the disadvantaged children were apt to stay much longer with it than the advantaged child.

Another area of investigation was in terms of what kind of instructional procedures are most appropriate. We were planning to have a programmed instruction format--and of course this lends itself much more easily to written or verbal materials than three dimensional manipulanda. We wanted to see if it was really that much superior that a child be able to handle and work with objects. And in this particular experiment, we found that there were no significant differences. From an experimental point of view, that doesn't mean there aren't any, but with this population we didn't find any. We did find that they did learn whether it was in three or two-dimensional format and so we felt reassured in going ahead with the program we had planned.

There were a number of other studies that we carried out but mainly our work centered on the development of the evaluation instruments.

During the second year we spent our time in the preparation of programs and the administration of these programs. We had to develop pre- and post-test measures which were related to the kinds of materials that we developed. If you are interested and we can have some other time to discuss the kinds of materials we have and the evaluation materials themselves, I'll be very happy to do that.

This next year, during the summer, we will look at the data we will be getting from our first pilot study. We will revise the first year program and, beginning in September, we will administer the revised program to a new group of four-to-five-year-olds and prepare a second year follow-up program for the first year group that would be a kindergarten program in the same type of format.

So then, we will have two years going, the pre-kindergarten and kindergarten year, and the following year we will have some revised materials for the kindergarten year and hope we'll be able to have some instruments with which we can measure differences.

BILINGUAL PROGRAMS IN OPERATION

Mr. Carlos Rivera
Coordinator, Spanish in the Elementary Grades
El Paso (Texas) Public Schools

Although the program calls for a discussion of a program, I thought that perhaps for your consideration, I would present several programs that are now in operation throughout the country, and in some of which I am involved personally.

But beginning with the home base, El Paso, I think that we have met the bilingual challenge long before anyone else even thought of the problem as a national one, having begun teaching Spanish in the first grades in 1951, and moving into bilingual schools in 1952. We reach 750 students from Mexico who come to El Paso and reside, so we have to prepare curricula and materials directly for these youngsters so that we may put them into the main curriculum stream.

Lately, under Title III, we have established four laboratories in bilingualism, that is, teaching English by means of Spanish. So instead of just bragging and discussing El Paso, we'll have that opportunity in our groups, I am sure, to talk about methodology and other materials.

In Laredo, we had a bilingual school program that had been in operation for a couple of years.

Also, in addition to my job in El Paso, I serve as consultant, and so I've just returned from Altus, Oklahoma, where they needed help in setting up bilingual programs. We have just established a migrant school program in bilingualism in Altus.

For the past two years, I have served as a consultant in the Calexico public schools, and we have a bilingual program there at the seventh, eighth and ninth grades, trying to help these Mexican-American children to stay in school. We do social studies, mathematics, and of course, English <u>per se</u> as a second language.

One exciting program that has been in operation in California and for which I am consultant is the Malibar School in East Los Angeles.

And it is in keeping with the modular program that our Laboratory here (SWCEL) is interested in, mainly, materials for the culturally deprived and also the bilingual program, that is, language.

ROUGH ROCK DEMONSTRATION SCHOOL

Dr. Jack Forbes
Research Program Director
Far West Laboratory for Educational Research and Development
Berkeley, California

Rough Rock Demonstration School is located twenty-two miles on a dirt road due northwest from Many Farms, Arizona, which is fourteen miles on the paved road north of Chinle. Rough Rock is almost at the center of the Navajo Reservation--northwest of Gallup, New Mexico.

Rough Rock District has been a rather isolated section of the Navajo Reservation. There are some canyon lands and valleys around the Rough Rock School, but there also are a lot of mesas, and a lot of the children live back on mesa tops as well as living back in canyons and valleys. There is very poor road access to most of the homes, although by wagon you can reach the majority of the homes.

It's a rather conservative area from the Navajo cultural standpoint. Just to give you one example: there are some Navajo families in the area who are apparently keeping children out of school so that they can be trained to be Navajo religious leaders. Although ostensibly they give an economic reason for this retention, it seems fairly obvious that traditional Navajo educational procedures are still being followed for some of the children, as well as sending the majority of the children to school for other kinds of educational experiences. It is an area where the Navajo language is universally spoken by the Navajo people.

The Rough Rock School is a boarding school. Of the 200-odd pupils in the elementary school, the overwhelming majority are in the boarding school situation.

Rough Rock is a demonstration school that doesn't just focus upon language alone, but upon many other things such as intensive parental involvement. Parents are in there all the time. The hallways near the front office are full of parents who come in sometimes just to stand there and observe; sometimes just to meet each other and chat. It takes the place of the trading post. They visit classrooms freely. There are also classes going on for adults in weaving, handicraft, basketry, silver making. There are dorm parents who live in the dorm; parents eat in the cafeteria, so it is a community situation, total community involvement. Of course, it has an all-Navajo School Board, only one of whose members is English speaking at all. The rest are monolingual in Navajo.

Besides the teaching of English as a Second Language program, which they do have, and for which they are developing their own materials, they have quite

a lab in which their staff is developing materials for their own specific needs. They also have special little rooms with earphones and all kinds of manipulative instruments which they use for the children. They have several programs in the Navajo language. Specifically, they have what we might call NSL, Navajo as a Second Language.

They have Navajo as a second language for adults. This involves school personnel and any other adults, including many Navajors from the local communities who come in and take this course. They take the course not because they are learning oral Navajo, but because they are learning to read and write in Navajo. There is a tremendous interest in this program. A lot of adults are coming in who already speak Navajo, but are learning how to read and write. That program involves school teachers. It involves some of the non-teaching employees, and other classes of people.

For the elementary school children, they have Navajo as a second language; for some of the Anglo children of teachers, for Hopi children (there are several Hopi employees' children), and for Navajo children, who are children of parents who had relocated in Los Angeles or some other place and have since come back. This program seems to be very successful. I know some Hopi girls, that my daughter went around with briefly, who were making quite a bit of progress. I also talked with a young Navajo girl who had been in Los Angeles and whose Navajo was very poor, but now she is becoming fluent in Navajo. So, from what I could gather without any measurement, this program seems to be fairly successful.

They also have Navajo for Navajo speakers, but they don't concentrate solely upon language as such. They use the Navajo instructional program to teach part of what they call their cultural identification curriculum, which means that they are teaching many aspects of the Navajo way of life, Navajo culture, and present day conditions. Sometimes they teach it in English; sometimes they teach it in Navajo. In one room, incidentally, they have a line down the middle of the room. When the teacher is on one side of the line, she teaches in English; and when the teacher is on the other side of the line, she uses Navajo, on the same set of children. The purpose is to develop a clear concept relevant to the switch process, back and forth.

I attended a class dealing with Navajo clans. The children are learning about the different groupings of clans, their history and what it means to belong to a clan. This is taught primarily in Navajo. This class seemed to be very successful. The children responded very well. They were interested, and there were a lot of questions. They prepare dittoed material in Navajo, as well as bilingual material relating to this particular program.

They have some test results available, comparing English as a Second Language programs at Rough Rock with that at Many Farms, which is a BIA school. Rough Rock is also a BIA school which is under a special experimental situation. Many Farms is a regular BIA school. If you are interested, I think that by writing or visiting Rough Rock, you could get copies of what measurement results they have available now.

THE SAN ANTONIO LANGUAGE RESEARCH PROJECT FOR DISADVANTAGED SPANISH-SPEAKING CHILDREN

Dr. Thomas D. Horn
Chairman, Curriculum and Instruction
College of Education
The University of Texas

I might give you a little history of this operation. It began back in 1959 with the National Conference on Research in English. The meeting was under a grant by the Carnegie Foundation at Syracuse University, to see if we couldn't get a focus on problems of reading at the first grade level.

Eventually, a certain sum was set aside for these first grade studies by the U. S. Office of Education's Cooperative Research Branch.

There were 27 first grade studies. The Texas study which was done under my direction (beginning in 1964) was one of three that had to do with the problems of bilingualism, or the lack of lingualism, you might call it. One of the other two was done in Colorado and one at Fresno, California, that John Manning, now at Minnesota, directed.

We found that we were even more naive than we suspected, because when we start talking about reading readiness in grade 1 for Spanish speakers, what we really got into was ESL, about which we knew relatively little. Fortunately, Texas is blessed with a strong Department of Linguistics and a crew of linguists that have been very active, and we were very fortunate in getting A. A. Hill as our consultant in linguistics.

We have been replicating each year as we went along, so that we are now in our third year going into the fourth year, and in each case we have replicated grade 1 one time, grade 2 one time, and this coming year we'll be replicating grade 3 and going on to grade 4.

We found the same problem that Dr. Stern found, that is, lack of instrumentation; and the first instrument that we have been able to find that gave us some measure of oral language is the self-test which is listed here under Elizabeth Ott, who is going to speak to you shortly. This was a dual operation between her and Miss Jameson trying to get at this business of how do you actually measure oral language, particularly fluency, and of how do you define levels of fluency. As we proceeded, we had any number of linguists telling us why we couldn't do what we were doing, because of one point of view or another; and we finally told them that as soon as they were ready to plan an instructional program, we would listen. It is one thing to sit there criticizing programs that are being developed, and entirely another thing to put something into action in the classroom! But as a result of Jameson's study, we found that the contrastive analyses that had been done

using adult populations were not holding true with our first grade populations. It is fairly obvious that if an individual learns the standard dialect in the beginning, without picking up all the bad habits, the result is not going to be the same as when an individual has fifteen years of bad habits. I would also like to make mention here of the similarity of language problems. I'm dubious about the learning styles being as important as some feel.

I have brought along a copy of "Language Unlimited," the film that is listed here, in case someone would care to view it, and I think that describes the status of instruction at the end of the second year. We have now modified that further, and we have available a video tape which I think does a better job than the film.

I think that until we get to the point where we have instrumentation that is more adequate for these populations, and we are willing to see language development as an absolute part of conceptual development--the two cannot be separated--that we are going to continue to run into trouble in dealing with populations that have language problems.

NOTE: The following materials can be obtained by writing to Dr. Richard D. Arnold, Assistant Director, Language Research Project, 202 V Hall, The University of Texas, Austin, Texas 78712:

Language Unlimited, 16 mm. black and white film, $65.00 plus postage.

Horn, Thomas D., A Study of the Effects of Intensive Oral-Aural Spanish Language Instruction, Oral-Aural English Language Instruction, and Non-Oral-Aural Instruction on Reading Readiness in Grade One. Austin: The University of Texas, 1966. $2.50 plus postage. Out of print.

Jameson, Gloria Ruth, The Development of a Phonemic Analysis for an Oral English Proficiency Test for Spanish-Speaking School Beginners. Austin: The University of Texas, 1967. $2.50 plus postage.

MacMillan, Robert W., A Study of the Effect of Socioeconomic Factors on the School Achievement of Spanish-Speaking School Beginners. Austin: The University of Texas, 1966. $2.50 plus postage.

McDowell, Neil A., A Study of the Academic Capabilities and Achievements of Three Ethnic Groups: Anglo, Negro, and Spanish Surname, in San Antonio Texas. Austin: The University of Texas, 1966. $2.50 plus postage.

Ott, Elizabeth H., A Study of Levels of Fluency and Proficiency in Oral English of Spanish-Speaking School Beginners. Austin: The University of Texas, 1967. $2.50 plus postage.

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Horn, Thomas D., "Three Methods of Developing Reading Readiness in Spanish-Speaking Children in First Grade," The Reading Teacher, 20, October, 1966, 38-42.

Stemmler, Anne O., "An Experimental Approach to the Teaching of Oral Language and Reading," Harvard Educational Review, 36, Winter, 1966, 42-59.

THE LANGUAGE AND READING EDUCATION PROGRAM OF THE SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY

Dr. Elizabeth Ott
Program Director, Language and Reading Education
Southwest Educational Development Laboratory
Austin, Texas

Since language is one of the most important elements of a culture, facility in using language arts and skills is one of the most dynamic pathways for bringing about understanding between various cultural and ethnic groups. The Program for Language and Reading and its relevance to Laboratory focus is evidenced by the following basic ideas which are primary to development of the program content:

--All human organisms are essentially alike and therefore man's basic needs are the same.

--These fundamental likenesses exist in all cultures.

--Language is a special way of looking at the world and communicating this world to others.

--Children first introduced to the dimensions of their own culture are ready to move toward understanding the other cultures.

Program materials are to be especially designed to attack the language problems of these particular groups in the Southwest region:

1. The children of Spanish-speaking background

2. The children of French-speaking background

3. The children of non-standard dialect background

To provide self-understanding through acceptance and to establish an avenue for upward mobility, the foci of the program are:

1. Development of thinking skills in harmony with cognitive style of the learner (sensory modalities, reinforcement systems, etc.)

2. Refinement of the native language for children of non-English-speaking backgrounds

3. Command of a standard of English acceptable to the leadership group of the local community

4. Facility in using language, including hearing and speaking, and reading and writing with clarity of meaning and precision of expression

Without sufficient and adequate communication systems between socio-economic and ethnic cultures, very little understanding can be developed. Understanding and acceptance can be directly brought about through the Language and Reading Education Program.

Realistic problems in educating the youth who are linguistically handicapped are essentially:

Language Facility: Children who enter first grade knowing little or no English or who use a non-standard English dialect are seriously disadvantaged, as evidenced by their inability to advance in school at the expected rate of achievement set by the middle-class English-speaking culture. In this region, the rate of failure in the typical school program of Spanish-speaking first graders has been over 80%. These children are disadvantaged linguistically, socially, economically and, therefore, academically. Primary to their inability to succeed in the educational program is their inability to speak and understand a form of English acceptable in the school setting. Because of this underdevelopment in oral language, the superimposing of the complex task of reading the language has met with phenomenal failure and its accompanying catastrophic losses in human resources.

Symbol Systems: In the Southwest, school programs composed primarily of work with abstract symbols have multiplied the problems of all children, but have been particularly detrimental to Mexican-American, French-Cajun and Negro ethnic groups, where children at six years of age are thrust into a school program in which they are forced to start at the abstract level of a relatively new language, the reading and writing of English.

Content: One of the critical areas in elementary education today is that of determining and designing the content of programs for all elementary children, and particularly, for children who are educationally disadvantaged. Programs for elementary school children have emphasized symbolic learning--reading, writing, spelling--often without too much concern for the meanings of such symbols. Probing questions about cognition, learning behavior, and the structure of knowledge itself have resulted in increased concern about what the content of elementary school programs should be. Basic concepts from the varied fields of knowledges, or disciplines, should have their beginnings in the school experience of even the youngest children in order to serve as "vectors" in designing their school programs.

Materials for Learning: A corollary of an elementary school program in which the emphasis is upon symbols or abstractions is that equipment which enables children to utilize their best ways of learning, equipment rarely available except out on the "growing edge" in elementary education, is not

available. Traditionally, books comprised the major part of the media for teaching. Children also need concrete experiences with appropriate realia through which thinking is clarified and organized.

The Language and Reading Program will provide solutions to these problems in the following ways:

1. Provide, through the medium of English as a second language, a rich intercultural environment for effectively educating disadvantaged youth

2. In areas serving non-English-speaking populations and where feasible, provide a bilingual program which will further develop and refine the native language along with English as a second language

3. Design, demonstrate, and evaluate a program for elementary grades in which the content is structured around representative ideas from the subject disciplines and the intellectural processes inherent in them

4. Prepare and demonstrate materials designed to assist children in learning the linguistic symbol system that will emanate from the program content

5. Develop a high degree of teacher competency in the teaching of reading and related language skills.

The Program, by focusing attention on the specific groups in the region who suffer the most in terms of language deprivation, has identified the particular linguistic characteristics which cause learning difficulties, economic poverty and social isolation. Attention is given to planning an instructional program in keeping with these special peculiarities and forcefully directing content, methodology and supporting materials developed through a systems approach. The program is designed to provide:

1. Content based on universal values, so that goals, habits, customs, language and other aspects of culture are seen as commonalities of all people and are understood in the historical, anthropological, and geographical dimensions.

2. Organization to insure systematic development, refinement, and reinforcement of concepts, broad cognitive patterns, and linguistic skills all interlocked in a planned program which has depth and feeds directly into the content structure necessary for academic success.

3. A learning environment in which each pupil is given opportunities to demonstrate and apply his learning in a variety of situations and to use this learning to acquire and relate new knowledge and skills.

4. Through daily experiences and success-oriented models, nourishment of the self-image into a strong personal identity having worth as an individual and as a contributing member of the larger society.

5. Specific training for further achievement through helping the child to:

   (a) organize and classify his experiences
   (b) perceive selectively (or tune out irrelevant noises and distractions) for the task at hand
   (c) generalize his experiences
   (d) understand various abstract relationships, e.g., cause and effect, and the concepts of time and space
   (e) verbalize and communicate the above, using acceptable language and speech patterns
   (f) in keeping with his expected developmental and achievement levels, read skillfully to understand the writings of others and express his own ideas in a clear, logical manner, using acceptable written forms of the language

6. Continuous and intensive professional development of staff, both teachers and administrators, including the specialized techniques for language development and the skills for individualizing the instructional program for particular class groups and pupils.

7. Fresh vigor to all aspects of the program through appropriate modifications and changes as these needs are indicated by pupil progress reports and the "feedback loop."

8. Leadership in the professional field by recognizing particular teaching skills and innovative practices as these are evidenced through pupil successes.

In order to establish base lines for effectively measuring and evaluating this programmatic effort, the following hypotheses are stated:

1. Primacy of Oral Language Development. If children from subculture groups are introduced to standard English through

meanings derived from concrete experiences accompanied by precise language for concept development, audio-lingual methodology will prove valuable in accelerating the learning of this language.

2. Meaningful Content. If content of the language program is drawn directly from meanings and basic structure of the content fields, the dichotomy which presently exists in "traditional" reading materials between sterile fiction confined to highly restricted vocabulary and the task of reading and understanding conceptually loaded expository material will not exist.

3. Language Skills. If the skills of linguistic decoding (listening and reading) and encoding (speaking and writing) are learned through such expository material, emphasis on syntactical and phonic approaches will prove highly effective in terms of conservation of teacher-pupil time and effort and evidenced by pupil achievement gains.

4. Cultural Understanding. If a child is given an understanding and appreciation of himself and his own culture, the cultural differences of others are accepted and given perspective. Through a structured program providing intellectual engagement with important ideas, the child learns that it is on the higher planes of mental activity that men may come to know true equality.

THE BASIC COMMUNICATIONS SKILLS PROGRAM

Dr. Robert L. Baker
Project Director, Southwest Regional Laboratory
for Educational Research and Development
Tempe, Arizona

Our reading program is related to the work done by Ed Coleman. Many of you, I am sure, know Ed Coleman. He has recently returned to the University of Texas, El Paso Branch, but not until he had architected the basic reading program for the Southwest Regional Laboratory.

If you would like better and more complete information about our research activities, please don't hesitate to write. We will send you a copy of our communication skills rationale.

The Communication Skills Project is designed to develop research-based and classroom-verified instructional materials, and methods to teach these youngsters the basic skills of English Language communication, including reading, writing, speaking and understanding. This is to be done regardless of the learner's previous cultural or educational experience. While we are not treating each of the ethnic groups as individual target populations, we are mindful of the modifications that might be necessary. We are approaching it functionally and attempting to put together a reading program that makes sense, and then we will verify it through our various cycles of quality verification, with special emphasis on the interaction that ethnic origin has with performance in the reading program. The instructional materials and procedures are being developed through continuous cycles of testing and refinement.

The 1967-68 tryouts I think will be of interest to you. The tryout of the program will be continued during the 1967-68 school year to further evaluate its effectiveness in the classroom and to identify the additional improvements necessary in the program. We've already been in production. We have been in a number of schools in the region, but not with our full program. The materials that we are going to evaluate next year will constitute a complete thirty-week program. Specific activities with accompanying materials are prescribed for four days per week, with several optional games and activities suggested for the remaining day. The lessons within each week are organized to provide the youngsters with a variety of activities, but typically the lessons require from 15 to 30 minutes, depending upon the pacing of the individual teacher. All materials are provided by Southwest Regional Laboratory, accompanied by monitors to give the teachers all the assistance necessary. We recognize that there are many ways that you can lose--I think that 999,000 of them relate to how the teacher delivers your package. We call this package delivery. It is

a very important function that we perform in staff training--how you can develop a little bit of contingency management to get the package delivered. This is a legitimate research enterprise too, to determine just what the strategy should be, what the variables are involved in treatment delivery or package delivery.

The written language program emphasizes three skills:

--Correct reading of a controlled vocabulary of approximately ninety words (word recognition).

--Correct pronunciation of new words whose component sounds have previously been learned by the student (sounding out and blending).

--Comprehension of printed words and sentences involving combinations of the ninety words.

The program reflects a determined attempt to present the child with interesting and entertaining stories that make reading an enjoyable experience for him. The thing that impresses me about the reading program is its functionality. As we move along and as we get inputs from the linguistic studies that we are doing, and from the computer management studies that we are doing, hopefully we'll have a host of improvements. But, hopefully too, this won't completely negate the promise of the basic reading program itself.

During the year, the youngster is going to be working with books of from twelve to twenty pages-- all illustrated story books, and they have been printed on very inexpensive paper so that each youngster can keep his own copy of the book and can take it home. During the year, the youngster will very likely build a library of his own, that right now totals sixty books.

Phonics, comprehension and word recognition activities are built right into the program in such a way that the teacher can identify any area in which a child may be having difficulty. All the while this is going on, we have people monitoring the whole process--not only those people representing Harry Silberman's work in computer management, but those of us who are interested in finding out what contingencies there are in the classroom that need to be controlled in order to come out with results that aren't 90% error variance and 10% assignable variance. Those of you who've played the analysis of variance game know that even when you don't have an NSD, but a highly significant F value, that you sometimes are only assigning 3 to 5% of the variance. This make me a little bit uneasy, since we are, after all, attempting to teach these youngsters a skill, not just to get a C or a B in the program, but to actually teach them some absolute criterion level of performance.

A GUIDE TO TEACHING READING SKILLS IN ELEMENTARY SCHOOL

Dr. Wayne Otto
Principal Investigator, Research & Development Center
The University of Wisconsin

What we are trying to do is outline and tie down the skills that are involved in developing a satisfactory reader at the end of the sixth grade. So we are starting kindergarten through 6, attempting to zero in on particular skills that need to be zeroed in on to produce a reasonably good reader.

We are going beyond the typical scope and sequence chart in attempting to devise really informal exercises for permitting the teachers to decide whether, when, and if a child has gotten to a place in the sequential development to move on to the next level. We are doing this with two focuses, and I think that this needs to be explicitly clear at this point.

One focus is within a larger framework of developing facilitative environments for skill acquisition; and we're looking at reading in particular and attempting to come up with a facilitative environment for reading within the larger facilitative environment.

The other focus is upon providing a research framework so that the basic kinds of research that we're particularly interested in doing can be fed back into the development of the facilitative environments. While we stuck our necks out at this point--and that frankly is exactly what we've done in coming up with an outline of skills--we hope that as we go along and get feed-back from the schools in which this will be tried, during the next year and the next year, that we will have a much better outline of skills that we can come out with. But, as I say, we have stuck our necks out.

We do invite you to ask for a copy if you are interested in a particular statement that we made at this point.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY AND THE LANGUAGE ARTS

Dr. Stanley Caplan
Associate Director for Program
Southwestern Cooperative Educational Laboratory
Albuquerque, New Mexico

The program of our own laboratory is entirely a language arts program. We have divided it, for the purposes of convenience, into four chunks, hunks, pieces or modules, but the program is clearly an early language development program with the intent of improving the reading skill of the bicultural and largely bilingual youngster.

It began with the systems approach to the whole problem in identifying first the target population, which was identified as the various Indian groups of the four-state area with which we are basically concerned, and the varying sub-culture groups represented among the larger Spanish-American culture group of the region. A third culture group the lab has also considered is that of the migrant Anglo culture.

After the determination of the target population we began to assess the real educational problems of these children in school. And every place we went, all the data we looked at said to us over and over again that if these youngsters could master the reading skills necessary in the first grade (incidentally, we don't have kindergartens in any of these four states), we might start them with a different attitude toward school, a different feeling about themselves, the ability to handle written materials, to follow instructions, and to do the various things that make up a successful performance.

The second part of the analysis was the need analysis.

Thirdly, some assumptions were necessary on which we based this whole study. These are as follows:

1. Cultural background of children is a particular kind of reinforcement pattern to which they become used to responding, and which affects their adjustment in school in varying ways in proportion to the kinds of reinforcements they become accustomed to having. This results in what the anthropologists call the basic personality of the particular sub-cultural group and the response which they make to success and failure, to love and hate, to anger and fear. Their handlings of guilt are all determined long before they come to school.

2. We regard reading as a special class of a larger class of language skills called speaking.

3. Our program, when worked out in the schools, must work out in schools of the region as they currently exist, rather than in some dream-like, computer-age school which is a considerable way off in this region. Therefore, our program all the way through is teacher-based, and is involved with teacher input in all points of the program.

4. Packages created by the program must be exportable. They must not only serve the children of the region, increasing their language and reading skill, but must be useful in other parts of the United States, and for other kinds of populations.

With these four assumptions, then, the modules or chunks were laid out. They are described in a little leaflet which was in your packet and I'll only say a little more about each of them.

The first module has to do with trying to determine what this early reinforcement pattern is like, that results in the life style of the culture, the basic personality of the culture. There are many terms which the anthropologists and sociologists use for this kind of general atmosphere toward schools, or toward learning, or toward anything else that seems to distinguish one cultural group from another. These terms can only be learned by really knowing what the cultural group is really like, and particularly how families react--the place of the child in the family, the attitude toward schooling, the attitude toward materialistic acquisition, and other attitudes that may be somewhat different from attitudes of the larger culture. This module has to do with seeing how this whole learning environment interacts with the teaching environment that the teacher--the middle class teacher, largely--has when the child enters school. And thirdly, how that reacts again with the content that is given in the books and materials that the child is exposed to and how this all works out for the ultimate gain or loss in language arts acquisition when the child enters school. To accomplish this first module this summer we intend to do the following things:

--We are going to revise an existing interview instrument which purports to measure home characteristics related to school achievement for mothers of first grade children of Spanish and Indian homes.

--We are going to ascertain the feasibility of using the revised instrument to suggest means of enhancing pupil gain.

--We are going to gather data on home characteristics from homes having a child who will enter grade 1 in the fall of 1967.

--We plan to investigate home characteristics which predict academic success and differentiate the high and low achiever from the same sub-cultural group. I think this is a key part of this module.

--We hope that out of this will come a classification system for teacher behavior and certainly one thing will have to be done down the line--there will be some teacher and pupil interaction studies far more sophisticated than those that have been in the literature up to date.

--Sixth, we will plan an investigation of possible interactions between home characteristics and the teaching style which the child encounters in the classroom.

The second module has to do with the production of culturally relevant materials which the child will find interesting and appetizing, and which will not only help him to achieve on measurable tests, but to like what he is doing and enjoy school too. And for this we have taken on some contrastive linguistic materials that were developed out of the UCLA group. We're going to see what the feasibility is of using those materials with our populations after modifications.

We will ascertain the instructional feasibility of a prepared language program, based on a linguistic analysis of teaching English as a second language, to prepare and evaluate a teacher's manual for the above program, based on a linguistic analysis of that program--an analysis for cultural relevance, as far as the children feel this is comfortable with what they had before they came to school. We'll analyze the program for required support materials. We will keep very busy producing media that will make materials more appetizing and easier for teachers to use, in a package by which the contingencies of the classroom can be better controlled. And we'll analyze these and revise them, and hopefully be ready by fall to start planning a full-year school program.

The third module has to do with the negative self-fulfilling prophecy which the bilingual child often has about himself. He gets this from his brothers and sisters, from experiences, from his mother and father, long before he ever comes to school; and teachers, of which I am one, do certain things which sometimes make this even more pronounced in school. These include cleanliness, being on time, being quiet or being noisy, or participating--depending upon what particular sub-culture group we have or happen to be talking about at that particular time--and other values which are foreign to those values which the child had at home.

To try to change this, we will begin with experimenting with some teachers who will use the materials of the reading curriculum they currently have in their first grade classrooms. They'll not use the materials in Module II.

That will be a separate project because they will not be ready to be used, but since we do not want to wait, we will take eight teachers from the same system who deal with a sub-population and who have the same curriculum off the shelf. We will help them break that material into small pieces--"program" it, if you like--develop enroute mastery tests this summer, learn a little bit about positive reinforcement, learn a little bit about the culture and culture relevancy, and learn a little bit about contingency management. We'll follow those teachers next fall and compare the results of the students in their classes with the students in classes with: (1) teachers who were in our summer program, but who are not monitored next fall, (2) teachers who were in our summer program and who will be monitored next fall, and (3) teachers who were not in the summer program at all. We hope to be fully operational with that program by January, 1968.

The last part of our program has to do with analyzing the entry skills which get in the way of this business of reading readiness, about which there has been a lot of very unfortunate theory and mysticism in some of the literature. We hope to really look at what it amounts to--the skills the children must have to enter a pre-reading program in terms of the basic speech, speech skills necessary, speech naming and speech receiving, responses and instruction receiving, instruction replying, times responses.

We will develop specifications for a two-week teacher training program in which teachers will be taught to help attend to and encourage speech elicitation behaviors on the part of youngsters, simply getting them to talk more and about the school-appropriate things. We will prepare this teacher training package to orient teachers to procedures for teaching the following language arts entry skills: adaptation, language reception, attending, and language expression. We'll evaluate and revise that program with a small sample and try to have it ready by fall. In addition, we will work out an interview instrument which will be aimed at teacher, parent and child to try to find out what is currently going on in this triumverate at home and at school.

NATURALISTIC LANGUAGE USED BY PARENTS AND CHILDREN

Mr. Davenport Plumer
Associate in Education, English Curriculum
Graduate School of Education
Harvard University

I'd like to read a quotation from Arthur Jensen at California which gives a rough idea of our project. Jensen says, "Language learning takes place, as it were, by a child having to continually reach to a higher level set by a significant adult and children with whom he interacts."

Starting from this premise, and the rather general notions that people have about the importance of the quantity of adult-child verbal interaction, we thought that there was enough of a mandate to look into parent-child interaction. Nobody is able to describe it, nor is anybody able to say very much about the quality of this interaction.

In order to gather data, we are paying families with children in the seven to eight year age level to allow wireless transmitters in their homes, and we are recording parents and children talking for three periods of roughly 20 minutes apiece during the day.

There are a lot of problems about this--problems simply with the technology of recording people under our conditions, and also problems about how to analyze the language once you get it. What are you going to say about it?

To begin with, we made an assumption that one of the advantages or desirable features of this interaction would be that the conversation, the discussion, is prolonged. It's not simply a question-answer, command-response kind of conversation.

The taping that I've done so far is strictly in the middle class home. I've been looking at the devices used by both parents and children to <u>continue</u> a discussion over a period of time, despite interruptions. I have one tape in particular with the family at lunch. There is a little child and two eight-year-old children, two parents and a baby. The baby is constantly interrupting. He yells out "soup" or something else and somebody gives him soup; or he throws his spoon, and somebody picks up the spoon or tells him to be quiet or something like that. But despite these interruptions, the conversation pushes ahead. Now, what are the parents doing in order to prevent the conversation from dying at the time when the child interrupts, or at a time when the father gives an explanation? The subject might conceivably be dropped at that point. Someone would say, "Oh yes" and then go on to something else. In fact, however, the conversation continued. What are the

children and the parents doing in order to extend the conversation?

I would like not only to be able to describe the interaction, but also to be able to make some comment on whether or not the things that are going on in the middle class home, in the case of a child who shows above-average language ability, are going to be the same as occur in the lower class home of a child who shows above-average language ability. Do the same characteristics exist? Are the same things going on across social class lines?

From the long-term point of view we are hoping to be able to use the information from these recording sessions, and from the analysis of the recordings, as a base for suggestions about what might go on in the Head Start program or in a day care center. Ultimately, we hope to use the information with mothers who have to teach their children the attitudes about language and the use of language as soon as the children begin to talk, before they get into a day care center of a Head Start program, even before they start talking. We hope to be able to say something about this subject when we get through with the analysis of the tapes that we have.

This is planned as a five-year project.

QUESTION FROM AUDIENCE: What is your analysis now--how do you plan to do this?

ANSWER FROM MR. PLUMER: I was just hoping that you would have something to suggest. I ask that in all seriousness. To my knowledge there is nothing available for talking about parents and children in the home. I assume that what we'll end up doing is adapting some method of analyzing the kinds of teacher-child interaction in the classroom; but a lot of these are not really satisfactory--they seem a little more programmed, a little more geared toward logical content working toward some content kind of goal, than I think we're going to find. We are concerned that what is going to be difficult is to talk about the things that the children bring into it. For instance, in the discussion I was talking about before, there are three instances in which the children's refusal to accept the parent's definition, say of a term, was the thing that prolonged the conversation; or the request for further information, or the child offering his notion of an example of passing down, and the parent's working with that. These things all contributed to the continuation of the discussion, and I think that many of the school room systems tend to focus a good deal on the parents and perhaps don't do as much with the children as might be useful.

EARLY CHILDHOOD COMPENSATORY EDUCATION FOR CULTURALLY DISADVANTAGED CHILDREN

Dr. Katherine L. Jones
Research Specialist, Resource Assessment and Information
South Central Region Educational Laboratory
Little Rock, Arkansas

We are working with the whole of Arkansas, the whole of Mississippi, parts of Oklahoma, Missouri, Kansas and Louisiana. Our program deals with compensatory education at the early childhood level. We are very excited about it--we live in an area where people don't believe in early childhood education. Administrators often say "what's the use of that--it's a middle-class baby sitter." So we feel that we have a big role in attitudes in the region.

We have alloted our program and our time perhaps a little naively, because we're not yet into it. We hope to spend half of our time in the development of seven TIC's--not the bloodsucking kind--but we hope to be this persistent in alleviating some of the problems of the South. They are Test Innovative Combinations at the early childhood level, and we will have two in Arkansas, two in Mississippi, one in Oklahoma, one in Louisiana, and one in Missouri. We will be dealing with the Negro dialect in Mississippi, the rural Arkansan who's deprived, and with the non-reservation Indian child in Oklahoma.

A fourth of our time will be in research. We will be doing field testing of evaluation measurements and materials that exist, plus developing some of our own. And a quarter of our time will be spent in diffusion of that which we try and find successful.

REMARKS

Dr. Andrew Halpin
Research Professor
College of Education
University of Georgia

I am concerned about the obsessive compulsion that I see in the United States to force-feed education to everybody, whether you want it or not . . . . I'm concerned as a humanist with the entire invasion of privacy . . . . with the arrogance on the part of government or any monolithic organization to say "the children, the people, the parents, they are ours to do certain things with 'for economic or welfare purposes'." These ethical issues frighten me. What concerns me, as I hear the discussions here and elsewhere, is that very little concern is given to these. In other words, when we have funds to do certain things and there is support, and it may turn out that the entire program that we have may be nothing more than a New Society WPA program for educators, must we all endorse it?

Our efforts in education to induce change contain a very important religious component. We operate as much on faith as on evidence, and many of us can be described best, in the language of Eric Hoffer, as "true believers." I think a very worthwhile exercise is to analyze Hoffer's slim and great book, The True Believer, and to see the extent to which it characterizes education as a profession. Now, there is no serious objection to certain kinds of true believers in education. Horace Mann was one, but when he was willing to make a sacrifice, it was himself that he was prepared to place upon the cross. Some of us, perhaps unknowingly, constitute a new breed which I can only call the new true believer. I don't think much of the new true believer because it's not himself he is willing to place upon the cross; he is more concerned with the slaughter of innocents. He is more concerned about placing a generation of kids upon the cross.

I can't talk about the group process that I have been observing here without making some other comments. Each particular group in education gets infatuated with certain kinds of myths, certain kinds of intellectual exercise. With this particular group it's language, the teaching of language, various kinds of lingualism and fun and games with children from multi-cultural backgrounds. I can see why there can be a preoccupation with one's specialty in this respect. But again, I think that one of the things the members of this group can well do is examine some of the unanticipated consequences of playing this particular kind of fun and games.

I would like to make a few comments about some issues that appear to me to be hidden and yet pervade the atmosphere.

First of all, one of the things that does frighten me--it may not frighten you--is this whole notion of instant change . . . . I would like to suggest two points of view that very seriously belie this, and for what they are worth, you may want to look at them. Richard LaPierre has a recent book on social change. That's the title, Social Change. I recommend it to you. The same Eric Hoffer that I spoke about before has a book that came out two or three years ago called The Ordeal of Change; and this year he has come out with a book entitled The Temper of Our Time. I suggest that at least you listen to the points of view that are presented by LaPierre and Hoffer, and it might help us a bit to review the difference between the views on social change that are proposed by these men, and the views of social change upon which we operate in the educational establishment at the present time.

The second thing I note as one of the assumptions around here is an amazing faith in technology, and the willingness on the part of educators and society itself to accept for ourselves and for new generations of children, the programmed life. To me, one of the wise men of our times is Rene Dubos, who is a microbiologist and an ecologist. He raised a very good question in a recent article, noting our activities in space technology and our sending of a rocket to the moon. He comments that we in America feel that because we can do something, we therefore must. Because we can send a rocket to the moon, we must send a rocket to the moon. Because we can use certain technologies in education, we must use them. He also points out that part of this is because of the neutral value position of the scientist who is unwilling to make value judgements about how efforts are to be expended in our society. So I suggest that this is another thing that is getting in our way here, because our infatuation with technology and with microphones and with ways of doing things may produce consequences that we never even dreamed of.

Another assumption that I see operating here--I see in the society now--is a drift toward a monolithic form of society; and it's rather surprising that educators who, at least theoretically, were in favor of pluralism are embracing so adamantly the monolith.

A fourth comment here is the general seduction we have by the good of expediency.

Under-currenting this whole thing is a strange view of human beings, that the individual is an economic unit and education now is concerned with increasing the Gross National Product, the same as we do in under-privileged foreign societies. One of the other things that hits me here is a general lack of a humanistic point of view.

The thing the regional lab program is seeking to do is encourage the invention of inventions in education, and make them work. The regional labs are concerned with maintaining quality. Now, there's a very simple choice open. If we are maintaining in the regional labs a collegial relationship in which we monitor ourselves, then we have to cut our dependence upon "daddy" and we have to genuinely monitor ourselves. This means that we have to cut the ground out from some of our members, if necessary, in order to maintain the standards of the group. I speak of this in respect to the regional labs across the country. If we are, as a group, unwilling to do this, then the only recourse left to the Office of Education is to do it for us. If, by abdication, we place ourselves in this position, then we have no justification for whimpering and cursing the Office of Education for what they have done.

REMARKS

Dr. William Iverson
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Like Dr. Halpin, I had the privilege of visiting briefly all the groups yesterday, and I realize anew how much face-to-face speech adds to communication. We've all read each other's reports, but there is a clearer sense when we come together of what we care about, what our satisfactions are, and what thwarts us.

It seemed to me that we reaffirmed to each other the cruciality of the early language learning tasks to which we have addressed ourselves. We all want children to have the linguistic tools to help them realize themselves and to participate fruitfully in the communicative interchange which is so critical to the maintenance and improvement of our society. We all have reminded ourselves that a sizable percentage of our children have not been gaining these linguistic tools to anything like the degree that they and society require. Though we also remind ourselves that this is an ancient struggle and will not soon be won, nevertheless, we are encouraged by some of the successes we have had. Children are being reached who never were reached before. The kind of support for our efforts which federal funding has made possible has really made a difference, and it will make more. These problems are national problems. They are problems in which we all have a stake, and it is a stake which clearly goes beyond the states--indeed, beyond the nation.

Because of the magnitude of the task, we were saying to each other, "we ought to be doing more; we ought to be doing it better." I think that is the greatest beneficence of this working conference. We realized as we talked to one another how large the work is. The problems are not tidy. They do not divide into clean, research segments; they are as messy as the society from which they derive. Indeed, as Carl Singleton said in one of the groups while I was there, we need to keep reminding ourselves that the problems are larger than language and that we cannot treat the language problems in isolation from the unsolved larger problems of our society.

So, where do we go from here? I think we need, regularly, this kind of interchange. We ought to try to get a sense of the nature of the inquiries which should pervade all our efforts. We will take separate tacks in response to the tasks we set ourselves, but we do need a sense of community of effort; and at the same time, if we can, we ought to try to tell one another what we see as some of the promising approaches to the tasks we set for ourselves.

I want to say, in conclusion, that I came here to learn, and I did learn from you, and I'm grateful for it.

REMARKS FROM THE GENERAL DISCUSSION SESSION

(Editor's Note: The final half day of the Conference was devoted to a general discussion session involving all of the conferees. The following are excerpts from the general discussion.)

Mrs. Elizabeth Willink: I would like to try to add to the sense of community of effort the following things. I work for the Bureau of Indian Affairs, and I know that it is customary that as soon as you say the BIA, people begin to smile and to laugh. The Bureau of Indian Affairs has been in the business of trying to educate the Indians for a long time, and, after what Dr. Halpin said, I'm not so bold to imagine that I can produce instant change in the image of the Bureau of Indian Affairs. However, I will try. I would like to invite you to come out to the Navajo area and see what we have been trying to do, particularly in the field of teaching English as a second language. We started seven years ago, and we started very small, and we have been at it ever since. It has taken momentum as of last year.

Many of the people who are working here at the Laboratory talk about the same things that we are doing. However, some of you in the Laboratories seem to have grown up with one particular viewpoint--operating from one newest thing in education, such as "learning styles" or "cognitive patterns." I'm not quite sure that everybody understands exactly what the fellow means when he says that. There is a big gap between a university talking about psychological experiment to the actual practice in the classroom, where the teacher stands facing her children and, right the next minute, the next second, she has to make a choice and has to do something. There is a big difference there, so if we don't communicate more on these matters, then much of all that money is going to be spent in materials, programs, or organizations that are giving help where we don't need it.

Dr. Henry W. Pascual: I would like to follow Mrs. Willink's remarks by saying in the past four years I have visited many, many classrooms in the State of New Mexico. I can assure you that there is no better Laboratory than our Spanish-speaking rural areas in New Mexico, where we have so many problems. I know that some of my colleagues in the College of Education have been very actively working in this field, and they know the problems; but I think that many of the people in the Laboratory should make an effort to get into the classrooms of these isolated areas, such as Ojo Caliente, Talpa, Rio Arriba County, Mora, and Wagon Mound, and see the many problems in language education and in teacher preparation. There is a tremendous need for upgrading teacher preparation in terms of language competence, and the problems are very real.

Dr. Paul V. Petty (in response to a discussion of the Educational Research Information Centers): I think a comment here on ERIC might be appropriate. You know they've had problems like the laboratories have had in getting off the

ground. I believe that there are two or three other centers in the broad scheme yet to be established. Now, with regard to the ERIC centers that are established, there is a bit of a contradiction that may pose a problem. For example, Indian Education, where do you classify Indian Education? Do you go to the ERIC Center for the Disadvantaged or to some other center? Well, it ended up going to the Center for Small Schools and not to the Center for the Disadvantaged. Now, understand, there is a general clearing house. If there is a question, then the information goes to Washington, and they decide where it belongs.

Dr. Norman J. Boyan: Lee Burchinal and I recently sent out a joint letter to all of your laboratories which essentially says that each laboratory will receive, free of charge, a complete microfiche potential and that the full set of thesaurus and research materials will be available to each laboratory. Assuming that this word gets around to the people in the region, the laboratory might be a place where people can come to get access to the ERIC materials.

I sense here somewhat of a problem related to the two questions raised earlier--the one about getting the laboratories out to see the Indian classrooms and getting the laboratories out to see the Spanish-American classrooms.

The resources available to the laboratories are really not all that much. The laboratories themselves know, and I know, the question that comes up really relates very specifically to the selection of a set of approaches and strategies--the strategies for allocation of these particular resources within each laboratory. We hope that as time goes on, the laboratories will have access, because of their demonstrated capability, to more resources and to resources beyond those that come from the Division of Regional Laboratories itself.

But, whether the laboratory can do all of these kinds of things, this is the thing that Dr. Pascual was talking about. Can the laboratory really become the place which takes over the responsibility for the better preparation of all teachers who are going to work with youngsters who need either ESL or bilingual approaches? I doubt it. I doubt that the laboratory really should take on this particular kind of exercise. However, there is no reason in the world why a laboratory cannot work with a given State Department, with schools and colleges of education, to demonstrate the power of particular techniques.

In approaching this particular task dimension, or this dimension of tasks, it would seem to me that we could refer back to something that Dr. Halpin said earlier--one that I am particularly most conscious of and supportive of, and that is the potentiality of the laboratories for serving as a quality sieve for education, a Good Housekeeping Seal of Approval. This is what I wish for the laboratories, so that we reach a point at some time of keeping junk off the market as compared to the seduction of instant product. There is a great

press for show-and-tell but let us join hands to show what is good and tell what is powerful and what is weak, what deserves support and what deserves lack of support or rejection. Certainly, the Office of Education does not have, or as I see it, does not intend to amass the capability for saying "this is good" and "this is not good." That task is essentially yours.

This, I think, is what Dr. Halpin was talking about when he spoke of collegial monitoring--collegial monitoring as compared to hierarchical monitoring. Theoretically, hierarchical monitoring should be based upon the capability of those in the hierarchy to make wise judgments. I'll place my bet on the collegial scheme. There is one danger in the collegial scheme, and that is the exercise of senatorial courtesy. Senatorial courtesy is not really a hard-nosed way of attacking the conceptual and the substantive power of ESL or bilingual or any other major educational enterprise. Is it such a tough assignment to have the courage to say to each other "I think what you're doing is terrible, for these reasons," or "I think what you're doing is great and I would like to know more about it?"

You can put yourself in an offensive posture, I would suspect, without being personally offensive. I think what Dr. Halpin was trying to say was "Let's get on the offense, and let's with collegial power, with all the responsibilities that it involves, move ahead." And I think I heard Dr. Iverson say, "Well, while we're doing that, let's not offend each other."

RANDOM COMMENTS
FROM CONFERENCE DISCUSSION GROUPS

(Editor's Note: The following suggestions were made in the discussion groups held on the first day of the Language Arts Conference.)

--A roster of researchers working in reading needs to be compiled and widely distributed. The nature of such work should be briefly described, including activities currently in process, findings and materials available.

--The value question of teaching one language in the schools versus two languages in the schools to children whose native language is other than English needs to be resolved.

--The effect of teachers who speak the language versus teachers who do not speak the native language of the child, upon the learning and attitudes of such children in school, needs to be more thoroughly investigated.

--The time between research and implementation in the field must be sharply compressed.

--Greater school-home contact for superior education of the bilingual, bi-cultural child is essential.

--Research directed to the identification of process variables in mediating the language experience lags far behind other kinds of research in this field.

--Identification of problems of subcultures should be recognized as equal in importance to problems between major culture groups in terms of school learning experiences.

--The importance of reading as a major tool for the children of the future is far from a clear-cut issue and should be so recognized.

--The relation between speaking, listening and reading is still in the realm of the theoreticians; and the findings of psychologists, linguists, semanticists, and curriculum writers must be brought to bear on jointly-directed and organized programs.

--The implementation or "delivery" of programs into the classroom should be recognized as an equally important issue with the creation of such programs.

--A bridge between the researcher and the classroom teacher is badly lacking. Attention must be paid to this in the development of any reading research and dissemination program.

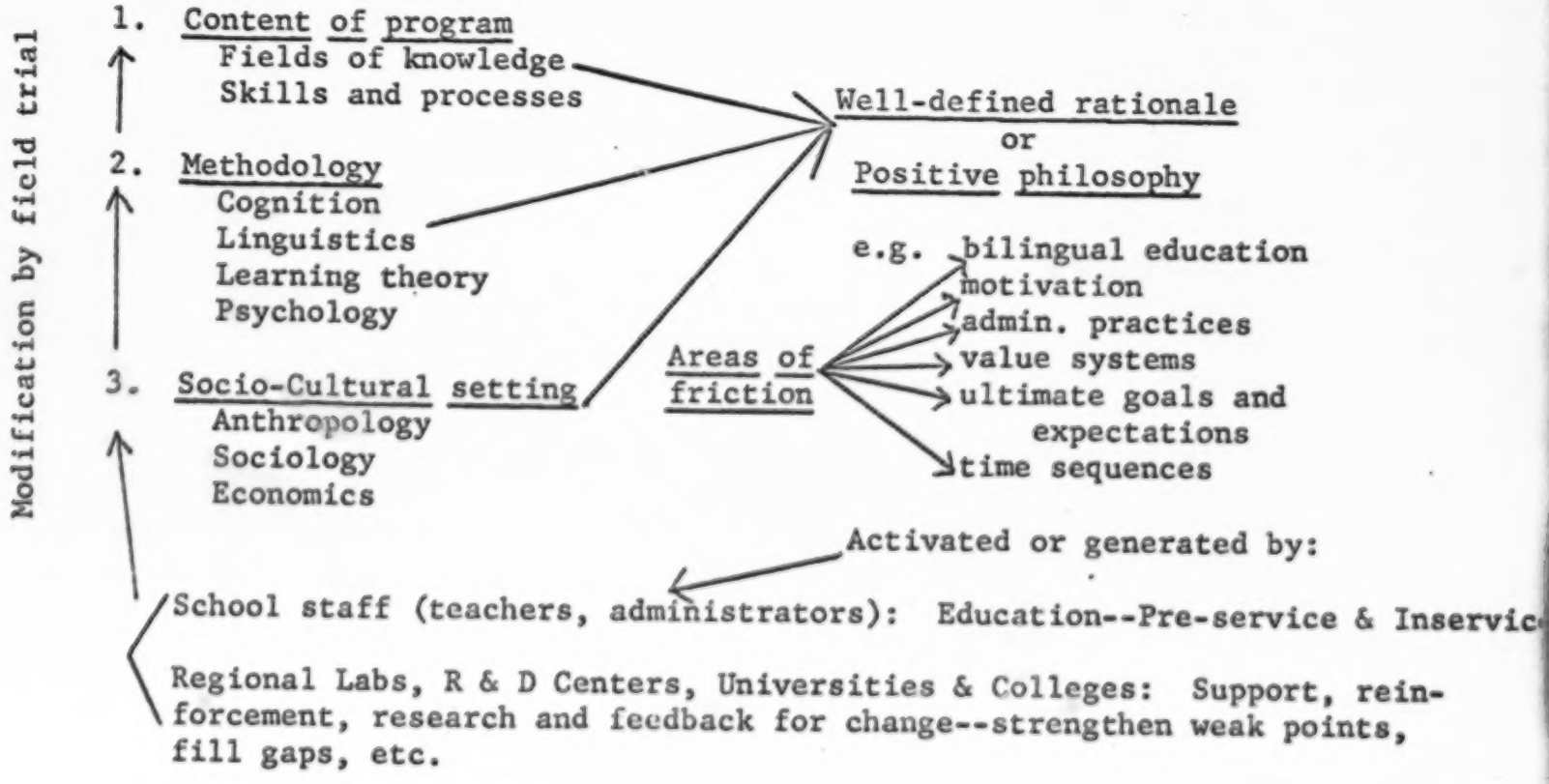
--Creation of specific curriculum for particular subculture groups is beyond the reach of the commercial book publisher and will have to be carried on by local school systems, regional laboratories or other non-profit cooperative endeavors.

--Problems of negative self-image and reinforcement patterns in children who are in conflict with the major language of the school must be recognized. Use of the native language as a tool for reinforcing positive self-concept and beginning introduction to school and the reading programs should be utilized to the fullest.

--A dissemination yearbook on language problems should be prepared and distributed, either by a combination of the regional laboratories or from Washington.

--Research design must carefully separate treatment function, learner functions, and content-material functions. Systems for reading research must account for these various inter-combinations.

--A model for language materials development and adaptation:



4. Evaluation at all points implicit.

COMMENTS FROM THE STEERING COMMITTEE

CARLOS RIVERA, CHAIRMAN

(Edited by Dr. Stanley Caplan)

The Steering Committee concurred in the following report:

1. The function of this regional laboratory or any regional laboratory is not basically an information searching or locating function. Such function is necessary and both school systems, universities and laboratories will want to participate to make such information-searching function successful. Agencies such as the Ford Foundation or the various ERIC combinations are suitable for such an effort.

2. Quality control and verification for programs is the responsibility of individual researchers but can be improved through conferences such as this and willingness to subject ourselves to the scrutiny of our colleagues, as suggested by Dr. Halpin and Dr. Boyan. A continuing scientific dialogue, such as this conference provides, should be most meaningful.

3. Since a master plan for dissemination is currently lacking for all kinds of research efforts, the laboratories and future conferences might well devote themselves to the broad question of getting information developed, into the classrooms and accepted by the practitioner. In addition, subsequent conferences could be planned around specific objectives with selection of appropriate participants in terms of the particular goals of that conference and with provision of advance materials and preparation time.

4. The collegial relationship in operations of the laboratory is most important and the development of such relationships can provide the kind of quality control that we need. Conferences in and of themselves cannot provide answers or conclusions.

5. Conferences can define the study of the essential ingredients or factors between the learner, the learning, and the instructional materials as variables in a joint process. Further explorations could be most profitably directed to an identification and study of particular characteristics and related variables.

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